

A Learning Plan
World War II: The American Home Front Experience
By John Long and Michelle Spore April, 2006

# **Learning Plan**

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# **Participants**

- 8<sup>th</sup> grade social studies
- General education, ELL students, and advanced learners

# **Description and Duration**

- This learning plan would come directly after a learning plan on the key elements of World War II that included events mostly outside of the United States.
- This learning plan will cover both the American war effort (from rationing to "Anna" WWII housewife and defense worker), and the Japanese internment camp experience to summarize the American home front experience during World War II. Students will research this historical event by: (1) taking a field trip, (2) doing research, and (3) by writing either a letter depicting the experiences and perspectives of one who lived during that era, or by doing photo analyses.
- Duration: Approximately five days

# **Enduring Understandings**

The broad idea is to develop an understanding of the impact war leaves on peoples and cultures. Students should understand that people respond to war in various ways: nationalism, survival skills, and/or racial prejudice can result. The goal is to broaden students' racial and gender understandings within the context of a war culture.

#### Arizona State and National Standards

Arizona 8th grade Content Standards:

Arizona Concept 1: Research Skills for History:

PO 6. Determine the credibility of primary and secondary sources.

PO 7. Analyze the cause and effect relationships between and among individuals and/or historical events.

Arizona Concept 8: World War II:

PO 4. Explain how the following factors affected the U.S. home front during World War II:

- a. War bond drives
- b. War industry
- c. Women and minorities in the workforce
- d. Rationing
- e. Internment of Japanese German Italian American

PO 5. Describe Arizona's contributions to the war effort:

f. POW and internment camps

#### **National Historical Thinking Standards:**

- 1. Historical Comprehension: a. read historical narratives imaginatively; b. evidence historical perspectives; c. draw upon visual and literary sources.
- 2. Historical Research Capabilities: Obtain and interrogate historical data.

3. Historical Issues: Analysis and Decision-Making: Being able to analyze and hypothesize why people reacted they way they did to war. Analyze the various attitudes espoused by Americans on the home front in reaction to war.

# Prior- Knowledge of Students

- Before visiting the Arizona Historical Society Museum in Tempe, Arizona, the instructor will ask the students a series of questions regarding the effects of our current war in Iraq on our everyday lives, cultural oppression, examples of injustices against different groups, etc. Briefly discuss 21st century hate-crimes in the post 9/11-era to elicit students' prior-knowledge of this topic. (Read May 12, 2005 article entitled "U.S. Muslims Report More Hate Crimes" at www.washingtonpost.com for discussion ideas).
- The students will do an Anticipation Guide and a Think-Pair-Share with this guide. See attached Anticipation Guide.
- The Anticipation Guide and Think-Pair-Share methods allow the teacher to create a "need to know," resulting in students of different cultural backgrounds and abilities becoming more likely to engage with the museum experience. The methods will also help to correct misconceptions about life on the home front during World War II.

# **Essential Questions**

- How does war change the lives of women, children, students and the elderly?
- How does a society mobilize for war?
- How did actions taken on the home front during WWII reflect racial attitudes of the time?
- How did the Japanese internment camps change the lives of those forced to live in them? Why were they there?

#### **Outcomes**

- Students will appreciate historical perspectives and tactics: Identify how non-military individuals lived in a war culture and how they believed they helped the war effort. Identify survival strategies of Japanese-Americans during the internment camp experience. Students will be able to critically analyze how the people of the camps lived despite the oppressive environment.
- Students will perform Historical Issues-Analysis and Decision-Making: Analyze and hypothesize the cultural impact the Japanese internment camps had on Japanese-Americans. Analyze and hypothesize the cultural impact World War II had on non-military Americans.
- Appreciate historical strategies and tactics: Identify survival strategies of Japanese-Americans during the internment camp experience and on non-military people in the home front. Students will be able to critically analyze how WWII experience developed resilience and empowerment both for non-military individuals on the home front, and for Japanese-Americans in internment camps.
- Students will demonstrate the above-mentioned behaviors by completing an Anticipation Guide, working in groups, and by producing a letter or by doing photo analyses.

#### Assessments

#### **Instructions to Students**

World War II brought dramatic changes to the lives of all Americans. As we have learned, hundreds of thousands left the United States to fight in the war. Those left behind were left to

fight the war from the home front. Many Americans faced prejudice and discrimination and were forced to evacuate their homes to live in internment camps because of this sentiment. This week, you will have the opportunity to experience and analyze the American home front experience and will understand the great sacrifices many made.

We will be doing several activities, we will visit the Arizona Historical Society, and you will be doing further research on this topic. You will have a project due at the end of the week that will be a culmination of all you have learned. You may work alone on this final project, or in groups of 2-3. If you work in groups, you will do a peer evaluation at the end of the project. If you work alone, the teacher will do a student evaluation, similar to the peer evaluation rubric.

Final Project: Decision #1

You have the option of focusing on the topic of the Japanese Internment Camps or the Home Front war effort during WWII. You will let the teacher know your decision at the beginning of class on Day 3. (We could also decide together which topic the entire class would focus on.)

Final Project: Decision #2

You must also choose one of two tasks to complete.

Letter from the U. S. home front: The first option will be to write a letter to a fellow family member who is not in the country at this time (be it they are fighting in a foreign land, or perhaps they are a relative in Japan). A detailed description of your thoughts, experiences, and facts must be included. You must decide who you are: Are you a student? Child? Wife? Relative? In your letter, describe your relationship to the intended reader. Describe your situation in detail, and include a minimum of five historical facts/events that you have learned this week. This letter must be historically accurate, type-written, error-free, double-spaced, 1" margins, and must be a minimum of  $1 \frac{1}{2}$  - 2 pages. Please see the Letter Rubric for scoring information.

Photo analysis: The other optional task will be to do 5 photo analyses of WWII home front photos using the "Questions to Consider" guide. If you are focusing on the home front effort, be sure to have a variety of photos on different aspects of home front life. For example, instead of having all 5 photos be of women working in the defense factories, maybe have 1-2 of working women, 1-2 of food rationing, and 1-2 of children playing with spotter cards. If you are focusing on the Japanese internment camps, again, have a variety of photos with the subjects doing various activities. You are responsible to find your own photos (i.e. The National Archives website). Please see the Photo Rubric for scoring information.

# **Bibliography Requirements**

You must submit a bibliography sheet (see attached) of all the resources you used to help you with your letter or photo analyses. Resources must be from scholarly websites and/or books, articles, and journals. (We will discuss more about this in class.) You may include the Arizona Historical Society exhibit and the *Anna Ferguson* presentation as part of our sources, if that is where you drew your information from. You must have a minimum of 5 sources on your bibliography sheet. If you are doing the photo analyses, please include the sites where you found your photos. Please see our suggested readings list to help you with your research and bibliography sheet.

**Final Reflections** 

Your last assignment is to take a few minutes to free-write about your experience with this project. Think back to your anticipation guide, and describe what information on it has been changed or altered and why. If nothing has changed and your viewpoint has been reinforced, please explain. You may answer such questions as: What new information have you learned about Japanese internment camps, life during WWII, survival, prejudice, etc? If you wrote a letter, what aspects of your letter do you think would have been censored and why? What new research skills have you become familiar with, that you did know much about before? What tasks did you find fun, easy, boring or difficult?

Please see attached rubrics, activity sheets, resources, and understanding "checkpoints."

#### Activities

The Anticipation Guide/Think-Pair-Share, the document analysis, and letters are all "hands-on" and "minds-on" collaborative tasks to complete this project.

#### Outline of Activities and Plan

Day 1: Do the Anticipation Guide/Think-Pair-Share. Show 10 minutes of film "Japanese Relocation" and discuss for a few minutes. Do "Exclusion Orders" activity and have "arrival" (Poston) photos of the Japanese Internment Camps (from National Archives) scrolling on the screen in the background. Discuss the overall learning plan with students and distribute the requirements, rubrics, and bibliography sheets. Prepare students for the field trip to the Arizona Historical Society. (Some of these activities can spill over into day 3 if time runs out.)

Day 2: Field trip to AZHS! In the morning, students will attend the Anna Ferguson: World War II Housewife and Defense Worker presentation. Complete the Anna review questions afterwards. Break for lunch. The afternoon will be for the "investigation/interpretation/perspective" research and analysis. Students have a packet of questions to guide them through this process while they explore the "War from the Home Front" exhibit. Projected length of the excursion: 3-4 hours (including travel time).

Day 3: Do a sample photo analysis with all students. Answer any questions about projects that are due at the end of the week. Have students tell teacher what topic and activity they have decided to do. Students may work individually or in groups of 2-3. Go to the computer lab/library to research their WWII topics. Students need a collective bibliography for all information retrieved to help them with their project.

Day 4: Another day of research in the lab/library and/or writing doing photo analyses. Should take the entire class time. Teacher will check student's notes/work to ensure they are on the right track with their projects.

*Day 5*: Students will turn in their assignments. Students will do a peer evaluation. As we conclude this study of life during WWII in America (and Arizona!), students wills do a free-write to reflect on what they have learned and will share with the class their reflections.

#### Resources

- See attached sources/bibliography.
- Laptop, DVD player, and projector in the classroom.
- Internet research in the computer lab.
- Fieldtrip to the Arizona Historical Society in Tempe, Arizona.
- Speaker: Gayle Homes-Martin as "Anna," a living history speaker, to speak at the AHS during the fieldtrip

# **Extension Suggestion**

#### Students will:

- Understand how war affects cultures and people in diverse ways.
- Be aware of how people in distressing situations can thrive through creative means.
- The teacher will model the higher level thinking parts of the assignment in order to assure student comprehension.
- Strategies for the ELL students:
  - o Give students more time to complete project if necessary.
  - We decided to offer two options for the final project. One that is heavily weighted in writing skills (the letter project), and the other that is more focused on historical analysis skills (the photo analysis project). This will help the ELL students who may be successful with historical analysis, rather than having them write a long historically-based letter.
  - Students have the option to work in groups.
- Strategies for advanced learners:
  - Students can do both the letter and the photo analysis (how much depends on the level of the learners).
  - Have students create a storyboard of the photos they analyze and/or of the events they described in their letters.
  - o Have students offer a narrative or story about the photos they analyzed.

#### **World War II: The American Home Front**

Anticipation Guide & Think-Pair-Share

Directions: Read each statement below carefully. Think about each statement. Decide whether you agree or disagree and mark the appropriate column. Briefly provide reasons, examples, and/or facts to support your opinion. In a few minutes, you will discuss your answers and reasons with your small group. Attempt to come to an agreement on each statements as a group. Be prepared to share your group's ideas with the class.

Opinion	Agree	Disagree	Reasons, Examples, Facts
The United States should not engage in acts of war unless they are directly attacked.			
Americans should be prepared to make great sacrifices to preserve their freedom and protect the freedom and rights of other countries.			
People who do not willingly serve in the armed forces during times of war are unpatriotic.			
It is acceptable to limit the civil liberties and rights of people in the name of increase national security.			
I would be willing to make personal sacrifices, serve in the armed forces, or volunteer to assist my country if we were faces with a world war.			

Teacher note: Discuss 21st century hate-crimes in the post 9/11-era to elicit students' prior-knowledge of this topic. Read 05.12.2005 article entitled "U.S. Muslims Report More Hate Crimes" at <a href="https://www.washingtonpost.com">www.washingtonpost.com</a> for discussion ideas.

Title: Exclusion Orders\*

**Objective**: To help students identify and empathize with experiences that Japanese camp

internees underwent.

**Materials**: Copies of "Civilian Exclusion Order" (i.e. "Exclusion Poster")

**Procedure**:

1. Divide class into groups of 4 students which will constitute a Japanese family--parents

and 2 children of ages specified by the group. They have just received orders that they

will be "evacuated." (Read the Exclusion Poster.) They have no idea where they will be

going, what type of weather they can expect, or how long they will be staying.

2. Distribute copies of "Civilian Exclusion Order" to each group.

3. Carefully following instructions (especially the prohibitions) on the Order, each group

will make a list of the items they will carry. They will be allowed 15 minutes.

4. One person in each "family" will share the list with the rest of the class. They must

justify their choices, based on the needs of the members relative to their ages and gender.

\*Activity adapted from "A Lesson in American History: The Japanese-American Experience," Curriculum and Resource Guide, 4th ed., Japanese American Citizens League, National Education Committee

# EXCLUSION POSTER

# WESTERN DEFENSE COMMAND AND FOURTH ARMY WARTIME CIVIL CONTROL ADMINISTRATION

Presidio of San Francisco, California April 1, 1942

# JAPANESE

#### Living in the Following Area:

All that portion of the City and County of San Francisco, State of California, lying generally west of the north-south line established by Junipero Serra Boulevard, Worchester Avenue, and Nincteenth Avenue, and lying generally north of the east-west line established by California Street, to the intersection of Market Street, and thence on Market Street to San Francisco Bay.

All Japanese persons, both alien and non-alien, will be evacuated from the above designated area by 12:00 o'clock noon, Tuesday, April 7, 1942.

No Japanese person will be permitted to enter or leave the above described area after 8:00 a.m., Thursday, April 2, 1942, without obtaining special permission from the Provost Marshal at the Civil Control Station located at:

1701 Van Ness Avenue

San Francisco, California

The Civil Control Station is equipped to assist the Japanese population affected by this evacuation in the following ways:

- 1. Give advice and instructions on the evacuation.
  2. Provide services with respect to the management, leasing, sale, storage or other disposition of most kinds of property including: real estate, business and professional equipment, buildings, household goods, boats, automobiles, livestock, etc.
- 3. Provide temporary residence elsewhere for all Japanese in family groups
- 4. Transport persons and a limited amount of clothing and equipment to their new residence, as specified below

#### The following instructions must be observed:

- 1. A responsible member of each family, preferably the head of the family, or the person in whose name most of the property is held, and each individual living alone, will report to the Civil Control Station to receive further instructions. This must be done between 8:00 a.m. and 5:00 p.m., Thursday, April 2, 1942, or between 8:00 a.m. and 5:00 p.m., Friday, April 3, 1942.
- 2. Evacuees must carry with them on departure for the Reception Center, the following property:
- (a) Bedding and linens (no mattress) for each member of the family;
- (b) Toilet articles for each member of the family;
- (c) Extra clothing for each member of the family
- (d) Sufficient knives, forks, spoons, plates, bowls and cups for each member of the family;
- (e) Essential personal effects for each member of the family.

All items carried will be securely packaged, tied and plainly marked with the name of the owner and numbered in accordance with instructions received at the Civil Control Station

The size and number of packages is limited to that which can be carried by the individual or family group.

No contraband items as described in paragraph 6, Public Proclamation No. 3, Headquarters Western Defense Command and Fourth Army, dated March 24, 1942, will be carried.

- 3. The United States Government through its agencies will provide for the storage at the sole risk of the owner of the more substantial household items, such as iceboxes, washing machines, pianos and other heavy furniture. Cooking utensils and other small items will be accepted if crated, packed and plainly marked with the name and address of the owner. Only one name and address will be used by a given family.
- 4. Each family, and individual living alone, will be furnished transportation to the Reception Center. Private means of transportation will not be utilized. All instructions pertaining to the movement will be obtained at the Civil Control Station.

Go to the Civil Control Station at 1701 Van Ness Avenue, San Francisco, California, between 8:00 a.m. and 5:00 p.m., Thursday, April 2, or between 8:00 a.m. and 5:00 p.m. Friday, April 3, 1942, to receive further instructions.

J.L. DeWitt Lieutenant General, U.S. Army Commanding

See Civilian Exclusion Order No. 5.



# GAYLE HOMES MARTIN LIVING HISTORY SPEAKER & AUTHOR

Gayle Homes Martin is a living history speaker and the author of Anna's Kitchen A Compilation of WW II Ration Recipes That You Can Create in Your Kitchen Today, a cookbook and history lesson in one. More than 180 economical, back-to-basics World War II ration recipes are the focal point with short tales of life on the American home front interspersed throughout.

Gayle has worked with the Arizona Historical Society Museum in Tempe since 1999, assisting the library and archives, as a tour guide, and, most recently, as a member of the museum's 'Amazing Arizonans;' an outreach program of speakers performing historical characters. She debuted her first historic composite character, "Anna Ferguson, WW II Housewife and Defense Worker," in 2001. 'Anna' is based on solid historical research and tells the story of the many sacrifices and contributions made by ordinary women for the war effort. With the success of 'Anna', and at the suggestion of her peers, she created her second composite character, "Elizabeth St. Claire, The Tombstone Storyteller," which debuted in 2004. 'Elizabeth' tells stories of times in Tombstone, Arizona Territory, with a special emphasis on the events surrounding a famous gunfight near the O.K. Corral.

'Anna' and 'Elizabeth' have been featured in dozens of living history events throughout Arizona, and have been performed at schools, universities, association meetings, conventions and museums. Through her reenactments, Gayle has inspired children and adults alike with her characters' ability to face challenges with dignity during uncertain times.

Arizona Living History Programs, LLC 623-764-1162 - Metro Phoenix 1-877-397-8733 - Toll Free www.ww2housewife.com www.WWIIhousewife.com e-mail: gayle@wwiihousewife.com

# Spotter Cards

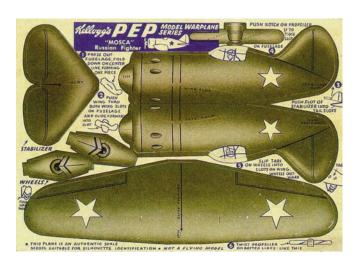


Spotter Card

During W.W.II everyone was encouraged to learn how to identify military aircraft. Spotter Playing Cards showed silhouettes of both friendly and enemy planes with regular playing card indexes so people could learn the characteristics of each airplane in a way that was both fun and educational.

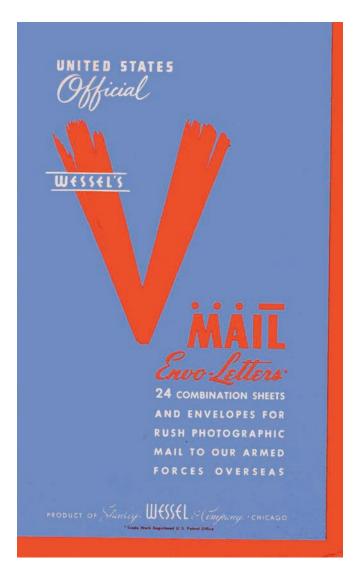
Kelloggs cereal also helped people learn about Allied aircraft. Different model airplanes were on the back of Kelloggs Pep Cereal boxes. Young people could put these models together and have there own collection.

#### Notes:

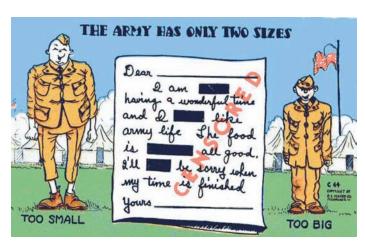


Kellogg's Pep Cereal Model Airplanes





A 'V-Mail' packet could be purchased at the Post Office or any dime store.



This postcard shows how the military censored soldier's mial.

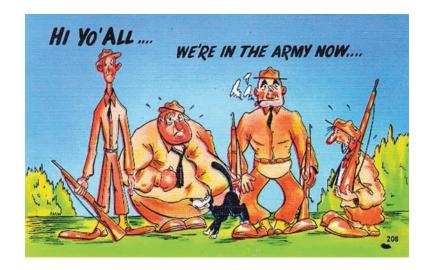
# Censorship

Families kept in touch with loved ones in the military by using 'V-Mail.'

After they mailed their letters the military read them to be sure that nothing was said in the letter that could endanger our troops if the letter were to fall into the hands of the enemy.

The miliatry would censor the letters by blacking out portions of the letter. Afterwards the letter would be sent on to the soldier it was addressed to.

Notes

# Military Postcards

Humor was a way for people to deal with the stress and uncertainty of war. These military postcards are a good example. Young men and women in the service could buy these postcards to write home to family and friends.

SUPPLY			
<b>有信的</b> 不			
THIS UNIFORM IS THE	IE .	The state of the s	M dx
WON IN A LOTTER	/! <b>/</b>		132

THEY SURE MAKE YOU FEEL AT HOME HERE	ļ
DATE OF THE PARTY	
342	

# Notes

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Center page of a War Bond Savings Stamp Album for childern.

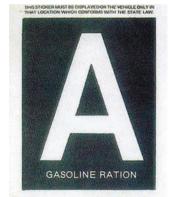
# \$3.00 \$2.75 AMERICA, \$2.00 \$5.50 LET'S KEEP 'EM FLYING! \$2.75 \$2.50 A MERICA. \$5.50 25¢ \$2.00

# War Bonds

W.W.II was very expensive. It cost the government a lot of money to keep our War Machine running. Everyone, including children, were encouraged to help out by buying War Bonds.

Here are some examples of War Savings Stamps Booklets. When the booklets were filled with stamps they could be redeemed for a War Bond.

Notes





"A" Coupons and Windshield Sticker





"B" Coupons and Windshield Sticker







"T" Coupons and Windshield Sticker



# **Gasoline Rationing**

Notes:

Gasoline was also rationed during W.W.II. In order to buy gasoline you had to have special coupons which were given to the service station attendent. The different numbers represent the different classifications for gas rationing.

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Food Rationing Coupons

# Rationing

It was important that our military have plenty of food to help fight and win the war. The government used rationing to make sure that everyone, military and civilian, got enough to eat.

Here is an example of food ration coupons. Red coupons were used to buy meat, blue for canned food. The letter represented when the stamps could be used, and the numbers were how many points the coupon was good for.

Another way to ration food was called Meatless Tuesday. On Tuesdays grocery stores could not sell meat, nor could anyone order anything with meat in a restaurant. This postcard shows, in a humorous way, that meat was scarce.

Notes

WAY OUT WEST- "TH' LAND O' PLENTY-"	
THE CONTROL OF LEAST	
LITTLE CHANGE IN TH' MEAT SITUATION ~	
COPYRÎGHT 1949 BY HALEMPÎE EMPÎE KARTOON-KARDS DUNCAN, ARÎZONA	
1-9	

# ARIZONA HISTORICAL SOCIETY'S "AFTERNOON WITH ANNA"

After you have listened to the living history presentation *Anna Ferguson, WWII Housewife and Defense Worker*, please answer the following:

1.	Where did Anna move after her husband left to fight in the war?
2.	Why did she move?
3.	Why did people play with Spotter Cards?
4.	What did Anna write about in her letters to her husband?
5.	What would happen when someone filled up their War Savings Stamps Booklet?
6.	What did the "A" gasoline coupon and windshield sticker represent?
7.	What did the "B" gasoline coupon and windshield sticker represent?
8.	What did the "C" gasoline coupon and windshield sticker represent?
9.	What did the "T" gasoline coupon and windshield sticker represent?
10.	Look at the "Way Out West" cartoon on page 6 of Anna's handout. What is the message behind the cartoon?
11.	Where did Anna get a new job at? Why did she get a job there?

Pretend it is 1943 and you are writing an article about the WWII home front experience for The Arizona Republic. Summarize in one paragraph who Anna was, and why you think she was important in understanding what life is like on the home front during World War II.

# ARIZONA HISTORICAL SOCIETY'S Investigation Challenge: Life During World War II

Today's "Afternoon With Anna" and the Arizona Historical Society's exhibit on life in Arizona during World War II invite you to experience what everyday living was all about during the war. The goal of your visit is to listen to Anna's account of her experiences during the war, and to examine the collection of artifacts, video(s), audio recordings, and displays. They will help you:

- Understand how non-military individuals lived in a war culture and why they believed they helped the war effort.
- Identify some survival strategies of Japanese-Americans during their internment camp experience

Ready? Your investigation starts at the top of the stairs. Turn left towards the World War II exhibit and let your detective work begin!

1.	The Arizona Historical Society's WWII exhibit is called:
2.	Why do you this exhibit is called this?
3.	What day of the week does President Roosevelt say the attack on Pearl Harbor took place?
4.	Which naval ship was directly behind the USS Arizona at the time of the attack on Pear
	Harbor? Hint: The point is the front of the ship
5.	You can either view the video or view this piece of artwork that was created by shoe polish or
	a bed sheet to see how the Japanese internees, who were sent to Internment Camps after the
	bombing of Pearl Harbor, "were making do with the situation at hand." What is the title o
	the artwork?
6.	Heinrich Palmer was a German Prisoner of War (POW) that escaped from Papgo Park
	(sound familiar?) on Christmas Eve night in 1944. Find his basic personnel record. His eyes
	were reported to be what color?
7.	An A-T6 was an advanced trainer plane and one of the most widely used aircrafts in history
	They were flow at Falcon Field and Luck Air Force Base here in Phoenix. Who was the Crew
	Chief of the A-T6 hanging in the exhibit?

# ARIZONA HISTORICAL SOCIETY'S Investigation Challenge: Life During World War II

3.	There are 10 rubber tires in the exhibit	. Find them and list where they are:

Place:	Number of Tires:
Place:	Number of Tires:
Place:	Number of Tires:
1.  10. How does the United State flag that hangs to What does that mean?  11. Solve these math problems to find the numerous States government that removed Japanes them in camps.  a. $3x3=$ c. $5+1=$ Dut your numbers together and you have	nber of the Executive Order issued by the United to Americans from their homes and imprisoned
	n what you have seen and learned:
Which artifact, recording, video, etc., left th	ne biggest impression on you?:
Why do you believe it was so memorable fo	r you?
How would you support the war effort if yo had your father, brother, or husband serving	
	ormal" life if you were a Japanese-American

VIEWS FROM THE HOME FRONT: Arizona Transformed by World War II \*Exhibit description taken from the Arizona Historical Society's website.\*

Teacher note: Distribute this exhibit description to students, or have them read it online at: <a href="https://www.arizonahistoricalsociety.org">www.arizonahistoricalsociety.org</a>



Opened November 13, 1999



As the 20<sup>th</sup> century dawned in Arizona, the U.W. military presence was diminishing because the last campaigns against the Apaches ended in 1886, and only a few forts remained open. The military presence in the state waxed and waned during the years 1910-1920 due to the Mexican Revolution and World War I. These events affected the state's economy and population, but not nearly to the extent World War II did. Arizona remained rural, sparsely populated and dependent on the extractive industries of mining and agriculture from 1912-1941. Diverse groups, such as Mexican immigrants and migrants from other states, contributed to these areas of the economy. The Great Depression brought economic challenges to Arizonans and public works programs such as the Civilian Conservation Corps--one of the largest-- that was run by the US Army.

Bombing of Pearl Harbor leads to great fear of an invasion of the West Coast and/or Arizona. It also led to a huge increase in the state's civil defense organization. Racist propaganda directed at those of Japanese heritage sets the stage for the majority population's acceptance of Japanese American relocation.



As the tide of the European and African war turned against the Axis, beginning in 1942, tens of thousands of German and Italian prisoners began falling into allied hands. President Roosevelt agrees to begin bringing POWs to the United States. Arizona would be the site of 23 of these camps; prisoners would become a common sight in the major towns and cities in the United States. In Arizona, the POWs would be crucial in alleviating the labor shortage created by the war effort (in such areas as agriculture and canal maintenance). The POWs would harvest a large percentage of Arizona's cotton crop. Camp Papago Park would gain nationwide attention as the site of the largest mass escape of POWs in the United States.



Civilians of all ages and ethnic groups contribute to the war effort through rationing, recycling, conducting bond drives and aiding soldiers. Civilians and soldiers interact in various canteens that are segregated by race. Women are highly involved in supporting the war effort on the Home Front, working through dozens of women's organizations while also coping with difficult family changes. The war leads to important changes in the Phoenix City government after the December 1942 "purge" of members of city government. The Mexican and U.S. governments cooperate as Mexican workers aid the war effort by working in the fields.



When America entered the war in December 1941, it was vastly unprepared to field an effective fighting force in the pacific and European theaters. After World War One, the United States had adopted a policy of isolation and had allowed its military to become almost non-existent. After Pearl Harbor, a military build-up began that was unprecedented in American history. Troops and airmen needed to be trained by the hundreds of thousands. Army and aviation installations began springing up all across America. Since the first American offensive of the war would take place in North Africa, a suitable training area was needed. In 1942, the largest military training center in the world opened in the deserts of southeastern California and western Arizona. Air power would play a vital role in the defeat of the Axis. Thousands of aviation personnel needed to be trained. Because of its clear weather and vast stretches of flat, unpopulated land, Arizona was an ideal location for military aviation training bases. By the end of the war, Arizona had over 60 military airfields and 3 1/2 million acres of land being used for pilot, gunnery and bombardier training. Arizona was the site of the two largest flight training centers in the country: Luke and Marana Army Air Fields.



Arizona's congressional delegation and the Phoenix Chamber of Commerce work together to bring defense industries to the Phoenix metropolitan area, such as Goodyear, Alcoa, and AiResearch. White women and minorities move into higher paying industrial jobs in defense industries and augment their numbers in professional and clerical fields. Mining expands throughout the state to meet defense needs for copper zinc, lead and Molybdenum. Arizona leads the nation in the production of copper, vital metal with numerous military uses. The economy grows and overcrowding occurs in Phoenix and smaller mining towns as defense workers pour into the state.



The G.I. Bill, sponsored by Arizona Senator Ernest McFarland, provides funding for veterans to attend college, secure housing and employment assistance. Events that occurred during the war lead to great changes in central Arizona's environment, economy and population during the postwar period. The environment is damaged during the economic and population expansion. Participation in the war effort leads to increased determination among minority groups to push for equal status. Using the G.I. Bill, minority men and women pursue advanced training and college degrees--while also beginning to push for increased civil rights. The great majority of women workers are pushed out of nontraditional jobs; they return to "feminized' positions or homemaking.



# **Bibliography Sheet**

Book Title	Author's Name(s),	Publisher	Place of publication	Copyright date	Pages Used	]
						-
					_	_
Magazine Title	Author's Name(s),	Title of Article	Title of Magazine	Date of the Magazine	Pages Used	
Web Site Web Address	Author's Name(s),	Title of Article	Title of Website	Date of latest update	The date that I found this material	
						1
Title of CD-ROM, video, or other media	Author's Name(s),	Title of Article	Full Title of the CD-ROM	Publisher	Place of Publication	Copyright Date

# **Bibliography Sheet Rubric**

Total of 20 points possible.

Points	Criteria		
8	<b>Sources are authoritative.</b> Sources have standards for publication and include conscientious editorial review or peer review. Books cited are authored by individuals with appropriate credentials. Web sites are attributed to organizations or individuals with expertise on the topic at hand.		
8	<b>Sources are of an appropriate number</b> . At least [five] different sources are included. No single source provides the primary substance for the final product.		
4	<b>Sources are varied.</b> A variety of sources will show the spectrum of thought on the topic, as appropriate.		

# Questions to Consider: Photo Analysis

Na	ame and date:
	ease answer in complete sentences. If you run out of space, please use separate sheets of paper to swer your questions.
So	urce where you found photograph:
1.	What is in the photograph? What is happening?
2.	Is the photograph black and white or color? What can this tell us?
3.	What clues can help date this photo? Are the streets paved? Are the telephone lines in the background? Is there a calendar present? Does the type of dress tell you anything? Is there indoor electricity?
4.	Do you know who the photographer is? Is there a caption? Anything written on the photograph?
5.	Who is in the photo? What are the people doing? Can you figure out any relationships between the people?
6.	If the photo is of a landscape, what is the terrain like? Can you tell what season the photo was taken in? It is rural or urban? Mountainous or flat? Water or no water?
7.	Is there a message to the photograph? Was it taken for a specific reason?
8.	What questions do you have after looking at the photograph? Are you able to make inferences or deductions from what you see?

# **Photo Analysis Rubric**

- A total of 5 photos are required for this project. Each photo should have a subsequent analysis sheet completed for it.
- Each sheet is worth a total of 5 points.
- 3 points is awarded for a catchy title for your entire photo analysis project.

# Criteria for questions:

- Was each question accurately answered (to the best of your ability)?
- Were the answers based on research?
- Did you site the location of where you found the photograph?
- Was there a creative caption given for each photo?

Remember: Please submit photos with each analysis sheet.

# **World War II: The American Home Front Letter Rubric**

CATEGORY	4	3	2	1
Content Accuracy	The letter contains at least 5 accurate facts about the topic.	The letter contains 3-4 accurate facts about the topic.	The letter contains 1-2 accurate facts about the topic.	The letter contains no accurate facts about the topic.
Ideas	expressed in a clear and organized fashion. It was easy to figure out what the letter was about. expressed in a pretty clear manner, but the organization could have been better. somewhat organize were not clear. It to figure the letter		Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.
Historical Accuracy	All historical information is accurate and includes excellent analysis of the subject matter and is in a logical order.	Almost all historical information is accurate and includes a good analysis of the subject matter and is in a logical order.	Most of the historical information is accurate and includes a brief analysis of the subject matter and is in logical order.	Very little of the historical information is accurate and includes no analysis of the subject matter and is not in logical order.
Role	Convincingly wrote from a character's point-of-view, and consistently offered reactions and/or solutions to historical events.	Offered a character's point- of-view, and often offered reactions and/or solutions to historical events.	Wrote from a character's point-of-view, and sometimes offered reactions and/or solutions to historical events.	Confusing as to what the character's point-of-view was, and rarely offered reactions and/or solutions to historical events.
Sentences & Paragraphs	Sentences and paragraphs are complete, well- constructed and of varied structure.	All sentences are complete and well-constructed (no fragments, no runons). Paragraphing is generally done well.	Most sentences are complete and well- constructed. Paragraphing needs some work.	Many sentence fragments or run- on sentences OR paragraphing needs lots of work.
Grammar & spelling (conventions)	Writer makes no errors in grammar or spelling.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling	Writer makes more than 4 errors in grammar and/or spelling.
Length	The letter contains between 600-650 words, or approximately 1 1/2 - 2 pages.	The letter contains between 550-600 words, or approximately 1 - 1 1/2 pages.	The letter contains between 500-550 words, or approximately 1/2 - 1 page.	The letter is less than 500 words, or less than 1/2 page.

#### **Peer Evaluation**

Circle one comment per row that best reflects your peer's attitude and behaviors while working together on your group project. Points will be averaged with the teacher's evaluation of each student.

Name: \_\_\_ Evaluator name: \_\_\_ 3 2 1 **CATEGORY** 4 Usually listens to. Often listens to, Rarely listens to. Almost always Working with listens to, shares shares, with, and shares with, and shares with, and Others with, and supports supports the efforts supports the efforts supports the efforts the efforts of others. of others. Does not of others, but of others. Often is not Tries to keep people cause "waves" in the sometimes is not a a good team player. working well good team member. group. together. Consistently stays Focuses on the task Focuses on the task Rarely focuses on the Focus on the focused on the task and what needs to and what needs to be task and what needs task and what needs to be be done most of the done some of the to be done. Lets done. Very selftime. Other group time. Other group others do the work. directed. members can count members must on this person. sometimes nag, prod, and remind to keep this person on-task. Often forgets needed Almost always Almost always brings **Preparedness** Brings needed materials to class brings needed needed materials but materials or is rarely materials to class ready to get to work. and is always ready sometimes needs to to work. and is ready to settle down and get work. to work Provides high Provides work that Provides work that **Quality of** Provides work of the quality work and occasionally needs to usually needs to be highest quality and Work all work is most of the work is be checked/redone checked/redone by historically accurate historically accurate by other group others to ensure and includes and includes good members to ensure quality. Almost none excellent analysis of analysis of the quality. Some of the of the work is the subject matter subject matter work is historically historically accurate, accurate, but does or is off topic, and no not offer a complete analysis is given on analysis of subject subject matter. Never is publicly Rarely is publicly Occasionally is Often is publicly Attitude critical of the project critical of the publicly critical of the critical of the project project or the work project or the work of or the work of or the work of other others. Always has a of others. Often has other members of the members of the positive attitude a positive attitude group. Usually has a group. Often has a about the task(s). positive attitude about the task(s). negative attitude about the task(s). about the task(s). Work reflects this Work reflects a Work reflects some Work reflects very **Pride** student's best strong effort from effort from this little effort on the efforts. this student. student. part of this student. Comments:

# **Primary Sources**

Arizona Historical Society Museum at Papago Park 1300 N. College Ave. Tempe, AZ 85281 (480) 929 – 0292

The Japanese American Legacy Project <a href="http://www.densho.org/">http://www.densho.org/</a> *Tom Ikeda, Executive Director (1997)* 

Japanese-Americans Internment Camps During World War II <a href="http://www.lib.utah.edu/spc/photo/9066/9066.htm">http://www.lib.utah.edu/spc/photo/9066/9066.htm</a>
From the Special Collections Department, J. Willard Marriott Library, University of Utah, and Private Collections.

A More Perfect Union – Japanese Americans and the U.S. Constitution <a href="http://www.americanhistory.si.edu/perfectunion/experience/index.html">http://www.americanhistory.si.edu/perfectunion/experience/index.html</a> SMITHSONIAN INSTITUTION, National Museum of American History, Online Exhibit Curator: Jennifer Locke Jones

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